

Transition Checklist

Ages 12-15

_____ **Pre-vocational Evaluation**

- _____ Cognitive
- _____ Achievement
- _____ Aptitude
- _____ Interest
- _____ Learning Style
- _____ PSAT
- _____ Other

_____ **Academic Needs**

- _____ Reading
- _____ Writing
- _____ Math
- _____ Touch Typing
- _____ Computer Skills
- _____ Critical thinking
- _____ Problem solving
- _____ Other

_____ **Communication Needs**

- _____ Sign Skills
- _____ Answering questions
- _____ Making requests
- _____ Use of Interpreter
- _____ Use of Assistive Devices
- _____ Other

_____ **Pre-Vocational Needs**

- _____ Know pertinent personal information † (SS#, health insurance, etc.)
- _____ Use of money
- _____ Budgeting
- _____ Time management

- ___ Punctuality
- ___ Following directions
- ___ Accepting Responsibility
- ___ Task completion
- ___ Other

___ **Social Needs**

- ___ Interaction with superiors
- ___ Interaction with peers
- ___ Impulse control
- ___ Making introductions †
- ___ Entering and Exiting †
- ___ Etiquette †
- ___ Identify and access leisure activities
- ___ Other

___ **Independent Living Needs**

- ___ Personal hygiene †
- ___ Laundry/dry cleaning †
- ___ Simple cooking †
- ___ Cleaning †
- ___ Shopping †
- ___ Use public transportation
- ___ Use bank/ATM †
- ___ Use TTY and relay
- ___ Knowledge of interpreter referral services
- ___ Procedures for emergency situations
- ___ Use closed captioning †
- ___ Use visual alerts †
- ___ Use maps, telephone books and other reference aids
- ___ Awareness of medical and dental needs †
- ___ Other

_____ **Community Experience Needs**

- _____ Use Library
- _____ Awareness of social service agencies
- _____ Awareness of churches/religious agencies †
- _____ Awareness of medical and dental resources †

_____ **Self-Advocacy/Self Determination Needs**

- _____ Decision-making skills
- _____ Awareness of special education rules
- _____ Awareness of general disability laws and statutes
- _____ Awareness of laws and statutes pertaining to Deaf/HH persons
- _____ Awareness of rights and responsibilities
- _____ Awareness of own accommodation needs

Ages 14-21

_____ **Vocational Evaluation**

- _____ Achievement
- _____ Interest
- _____ Work Skills
- _____ On the job evaluation
- _____ SAT/ACT/Other entrance examination
- _____ Other

_____ **Academic Needs**

- _____ Reading
- _____ Writing
- _____ Math
- _____ Touch Typing
- _____ Computer Skills
- _____ Software (E-mail, word processing, spread-sheet, data base, graphics, etc.)
- _____ Other

_____ **Communication Needs**

- _____ Sign Skills
- _____ Use of Interpreter, rights and responsibilities

- ___ Use of Assistive Devices
- ___ Writing memos, reports, requests, etc.
- ___ Other

___ **Vocational Needs**

- ___ Explore vocational options
- ___ Pre-college summer program
- ___ Vocational training
- ___ Specific job skills training _____
- ___ Work/Study program
- ___ Internship/co-op
- ___ On the job training
- ___ Plan for post-school activity
 - ___ Employment
 - ___ Identify type and locations †
 - ___ Visit job sites †
 - ___ Interview employees, HR personnel
 - ___ Update resume
 - ___ Apply for employment †
 - ___ Vocational Training
 - ___ Identify type, requirements and locations †
 - ___ Visit prospective programs †
 - ___ Explore financial aid †
 - ___ Apply for financial aid †
 - ___ Apply to programs †
 - ___ College
 - ___ Acquire college catalogs †
 - ___ Identify requirements †
 - ___ Visit prospective colleges †
 - ___ Explore scholarships/financial aid †
 - ___ Apply for scholarships/financial aid †
 - ___ Apply to colleges †
- ___ Job placement services
- ___ Time management
- ___ Punctuality
- ___ Following directions
- ___ Taking initiative

- ___ Decision-making †
- ___ Accepting Responsibility †
- ___ Job search skills
- ___ Interview Skills
- ___ Create resume
- ___ Fill out applications
- ___ Fill out tax/employment forms
- ___ Prepare and file tax return
- ___ Know pertinent personal information (SS#, health insurance, etc.)
- ___ Contact with employment resources (including MRS)
- ___ Other

___ **Social Needs**

- ___ Interaction with superiors
- ___ Interaction with peers
- ___ Impulse control
- ___ Etiquette †
- ___ Identify and access social opportunities/leisure activities † (Deaf clubs, organizations; gen'l community)
- ___ Sexuality, family planning training †
- ___ Other

___ **Independent Living Needs**

- ___ Nutrition, meal-planning, cooking
- ___ Cleaning/housekeeping †
- ___ Record keeping †
- ___ Money management †
- ___ Open checking/ account/balance checkbook †
- ___ Obtain personal I.D.†
- ___ Register to vote †
- ___ Driver education
- ___ Obtain driver's licence †
- ___ Personal vehicle, registration, insurance †
- ___ Use interpreter referral services
- ___ Procedures for emergency situations †
- ___ Maintenance and repair of assistive devices
- ___ Use maps, telephone books and other reference aids †
- ___ Attend to own medical and dental needs †

- ___ Make own appointments †
- ___ Fill prescriptions †
- ___ Explore post-school residence options † (apartment., dormitory, with family, etc.)
- ___ Arrange post-school residence
- ___ Identify insurance needs and options †
- ___ Arrange for needed insurance †
- ___ Other

___ **Community Experience Needs**

- ___ Use community agencies independently † (library, gov't offices, church, etc.)
- ___ Use community resources independently † (stores, dry cleaning, pharmacy, etc.)
- ___ Use service agencies independently †
- ___ Use medical and dental resources independently †
- ___ Register for Draft at age 18* - All males-NO exceptions
- ___ Other

___ **Self-Advocacy/Self Determination Needs**

- ___ Makes decisions and accepts consequences
- ___ Knowledge of IDEA and MI special education rules
- ___ Knowledge of general disability laws and statutes
- ___ Knowledge of laws and statutes pertaining to Deaf/HH persons
- ___ Knowledge of rights and responsibilities
- ___ Determines own accommodation needs †
- ___ Properly requests reasonable accommodations
- ___ Transfer of rights training

† May be appropriate to assign/share responsibility for **implementation** to parent and/or student. Parents cannot be made to incur costs, even if they are responsible for implementation.